**Title**: Save the Last Word for Me! Land Ownership in Israel and Palestine.

**Course and Grade:** Humanities (ELA & SS), 8th grade

**Level of Common Core Standards to be addressed**: 8th grade

**Lesson Duration:** 55 minutes

1. *First Step: Choosing Why, What, How Much, and How*
2. **Focus & Purpose**:

Focus: The main idea of this lesson is for students to explore some of the issues in regards to land ownership between the Palestinians and Israelis.

Purpose: This lesson is important for my students because it allows them an opportunity to explore the influence of power and political interests behind land ownership, and it provides them another lens into understanding the complexity of cultural and political relationships between Israel and Palestine.

1. **Learning Targets/Development of Assessments**:

**LT 1**. Students will begin to understand how issues around land ownership are additional contributing factors affecting peace between the Israelis and Palestinians. (**concept**)

*CCSS.ELA-Literacy.RH.6-8.1* *Cite specific textual evidence to support analysis of primary and secondary sources*.

**Evidence**: I Students will meet this target when, via their exit ticket answers, they provide reasonable responses to the following questions:

• List at least two current issues in regards to land ownership in Palestine and/or Israel.

• How do land ownership laws/mandates impact the peace process between Israel and Palestine?

• What did you learn from this discussion?

The strongest assessment methods match for a concept target, according to Stiggins, is essay. Nevertheless, I will use personal communication via exit tickets as an assessment tool. This is the best strategy in this case because it provides me with direct, immediate feedback from each student, thus facilitating formative assessment and subsequent adjustments in my teaching.

**LT 2.** Students will develop their proficiency with small group discussion in the context of issues behind land ownership and its impact in regards to creating peace between the Palestinians and Israelis. (practiced skill)

*CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.*

**Evidence:** I will know students have met this target when I see that in their structured discussion they meet the requirements set forth in the scoring guide for structured discussion (See below).

I will use performance assessment to measure students’ active group participation. According to Stiggins this is the best match for a skill target.   
  
**Assessment Instrument for LT 2:**

1. **Structured Discussion (15 min)**

* Student will work in groups of 3.
* Each student will hold up one card and read his/her statement. Group members will react to the statement and discuss this with each other. Then the student who provided the statement will share his/her reaction, providing the last word. Each student takes turns until all statements are shared.

**Scoring Guide for Structured Discussion**

Students will:

- Know and follow discussion guidelines

- Stay on topic

- Practice active listening

- Contribute unique ideas/thoughts

- Use respectful language including tone and body language

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| **CHECKLIST**  **SAVE THE LAST WORD FOR ME!**  **DISCUSSION PARTICIPATION** | | | | | |
| Student Name | Knows and follows discussion guidelines | Stays on topic | Practices active listening | Contributes unique ideas/thoughts | Uses respectful language, including tone and body language |
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| Etc. |  |  |  |  |  |